

Board Leadership as a Determining Factor in Student Discipline

Ach. Baidowi^{1*}, Tegar Al Hilal Hamdi², Lamy Hayatina³, Dewi Apriana⁴, Almaydza Pratama⁵

¹ STAI Publisistik Thawalib Jakarta, Indonesia; e-mail: ach_baidowi@staithawalib.ac.id

² STAI Publisistik Thawalib Jakarta, Indonesia; e-mail: alhamdihilal26@gmail.com

³ STAI Fatahillah Serpong, Indonesia; e-mail: hayatinalamy@gmail.com

⁴ IAI Nusantara Ash-Shiddiqiyah, Indonesia; e-mail: dewiapriana27@gmail.com

⁵ Institut Asy-Syukriyyah, Indonesia; e-mail: almaydzapratamaabnisa@gmail.com

* Corresponding Author: Ach. Baidowi

Abstract. Student discipline in Islamic boarding schools (pesantren) is shaped through a military-style system, congregational prayers, extracurricular activities, mentoring, and dormitory technology, facing challenges related to motivation, health, and social integration among students. This study aims to examine and describe the role of dormitory leadership in shaping student discipline at Ma'had Badr Al-Islamy Bogor, with a particular focus on the leadership role of musyrif (dormitory supervisors) in enforcing discipline. This research employs a qualitative approach using a field case study method. Data were collected through interviews, observations, and documentation, then analyzed through data reduction, data presentation, and conclusion drawing. The results indicate that guidance is carried out through daily activity coordination, direct supervision, and effective two-way communication, positioning dormitory leaders as role models for students. Engagement is facilitated through spiritual motivation, reinforcement of intentions, and teamwork, which encourages active student participation in activities, thereby fostering responsibility and discipline. Mentoring focuses on shaping students' identities through personal advice, spiritual approaches, and memorization programs of mutun ilmiyyah (academic texts), contributing to holistic character development. Conclusion: Student discipline is formed comprehensively through dormitory leadership that is holistic, adaptive, and consistent in supervision and role modeling.

Keywords: Discipline; Dormitory Management; Islamic boarding schools (pesantren); Leadership; Students.

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1. Introduction

Discipline in Islamic boarding schools (pesantren) shapes students' character through various methods, including a military-style system, greeting habits, respect for parents, dining etiquette, congregational prayers, and Quranic recitation (Suking et al., 2020). Reward and punishment systems are used to reinforce discipline, including verbal reprimands, assigned tasks, and psychological or physical sanctions, although their implementation can be subjective depending on the kiai (religious teacher) or educator (Damopolii et al., 2023). Character education is implemented comprehensively through formal learning, extracurricular activities, mentoring, scouting, martial arts, and cultural preservation programs (Purwanto et al., 2021; Huda et al., 2024; Saidi et al., 2025). Challenges arise from global cultural influences and variations in students' intrinsic motivation, making attention to health, including reproductive health, crucial to support their well-being and academic success (Firmansyah et al., 2025; Nisamairo et al., 2024).

Dormitory leaders play a strategic role in maintaining student discipline through the use of technology and modern management systems. Leaders monitor students in real time, including behavior, mental health, and potential emerging issues, enabling more precise decision-making (Xiang, 2024). Digital platforms facilitate communication between students

and dormitory leaders, streamline routine maintenance scheduling, and improve financial management transparency (Altinay et al., 2024). These systems help leaders address operational problems efficiently (Yang & Chen, 2022), while web applications simplify the allocation of student accommodations and monitoring of daily activities (SharmikhaSree et al., 2023). The use of digital systems supports effective discipline supervision, strengthens regulations, and enhances overall dormitory management efficiency (Bourne et al., 2015).

Dormitory leaders also focus on social integration, mental health, and gender-based needs to support student welfare. Intercultural communication among students from diverse backgrounds fosters healthy social interactions and builds cultural integration within the dormitory (Tong & Kim, 2025). Conflict management strategies, such as compromise, counseling, and social skills training, help reduce potential disputes (Bourne et al., 2015). Bullying prevention is achieved through strict rules and collaboration among parents, educators, and leaders (Kusumawaty et al., 2022). Mental health support, including regular screening and timely intervention, has been shown to improve students' well-being (Faryabi et al., 2024). Attention to gender-specific needs, such as sanitation and safety facilities for female students, increases satisfaction and comfort in the dormitory environment (Le & Nurhidayati, 2025).

Leadership in dormitory management significantly influences student discipline, as dormitory leaders shape culture, interaction patterns, and the management of dormitory life conducive to character development. Research indicates that leadership, culture, and dormitory life simultaneously impact character formation, including discipline (Limbong et al., 2023). A structured dormitory management system is also essential in maintaining order, increasing satisfaction, and ensuring rapid and effective problem-solving, thereby supporting a disciplined environment (Peng et al., 2020). Integration of technology through digital platforms and dormitory management systems further strengthens management effectiveness by enhancing communication, activity monitoring, and transparency (Meng et al., 2024). These findings highlight that strong leadership in the dormitory context is a key element in creating an orderly environment that supports holistic development (Li, 2025).

The leadership of the dormitory head is crucial in shaping discipline, as transformational and adaptive leadership styles can create a positive, fair, and inclusive institutional culture, directly influencing students' disciplined behavior (Lagadia et al., 2025). Capacity building through leadership training has been shown to enhance the head's ability to address various challenges, including fostering an ethical and orderly learning environment, particularly when training emphasizes integrity and innovative decision-making (Brooks & Strunc, 2022). Additionally, integrating leadership development into the curriculum promotes self-awareness, responsibility, and collaboration, which positively affect discipline (Pongpaichet et al., 2022). Active leadership is also associated with increased achievement and discipline through structured support, motivation, and mentoring systems (Aquino & San Luis, 2025). Collaborative and benevolent-authoritative leadership models further reinforce a culture of discipline and positive peer relationships (Conan Simpson, 2021; Wu et al., 2025).

Ma'had Badr Al-Islamy Bogor, as an Islamic educational institution emphasizing character and scholarly development, has a unique dormitory management structure with Musyrif as the primary dormitory leaders, selected from the top students of the fifth semester for a service period. Musyrif are responsible for supervising all daily activities, ensuring optimal learning, monitoring student discipline and focus, and fostering an Arabic-language environment. This role is complex due to challenges such as variations in student quality, age proximity, and potential misunderstandings regarding new rules. The leadership applied by Musyrif directly affects the formation of student discipline and character, while serving as role models in place of parents. Given the importance of this role, this study aims to examine the role of dormitory leadership in shaping student discipline, with theoretical benefits for enriching Islamic education management studies and practical benefits for students, Ma'had administrators, the campus, and other researchers as a reference for leadership and student discipline development.

2. Research Methodology

This study employs a qualitative approach to gain an in-depth understanding of the role of dormitory leaders in shaping student discipline at Ma'had Badr Al-Islamy Bogor. This approach allows the researchers to explore social dynamics, interactions, and leadership practices in a contextual and comprehensive manner. The type of research used is field research with a case study design, in which data collection is conducted directly on-site to obtain a complete picture of the efforts, interaction patterns, obstacles, and supporting factors in fostering discipline. The research location was selected based on its relevance to the study focus, including dormitory management systems, student activity supervision, and the presence of daily mentoring programs.

The research subjects are at the meso level, including dormitory leaders (Musyrif), coordinators, Ma'had administrators, and students residing in the dormitory. Data were obtained through primary sources, in the form of in-depth interviews with direct informants, as well as secondary sources, including Ma'had documents and supporting literature. The data collection procedures included interviews, participatory and non-participatory observations, and document studies to obtain factual and relevant information.

Data analysis was conducted systematically through three stages: data reduction, data display, and conclusion drawing, supported by triangulation techniques to ensure the validity and consistency of the information. Triangulation involved sources, techniques, and time, verifying data from multiple perspectives and methods. Additionally, detailed descriptions were used to explain the findings logically and comprehensively, ensuring that the analysis and interpretation of data reflected the social reality at the Ma'had. This approach enabled the researchers to obtain a comprehensive understanding of the guidance, mobilization, and mentoring processes carried out by dormitory leaders in shaping students' disciplined character.

3. Results and Discussion

Guidance Process of Dormitory Leaders in Shaping Student Discipline at Ma'had Badr Al-Islamy Bogor

The disciplining of students at Ma'had Badr Al-Islamy Bogor is carried out through a combination of activity coordination, direct supervision, and effective communication between dormitory leaders and students. Dormitory leaders design various routine programs, including congregational prayers, *balaqah* for *tahfidz* and *tahsin* of the Qur'an, daily and weekly cleanliness activities, studies, discussions, academic programs, as well as incidental events such as competitions and foundation activities. The primary goal of these programs is not only to maintain order but also to comprehensively shape students' character and discipline. Program implementation occurs daily, weekly, and incidentally, involving daily dormitory administrators, teaching ustadz, student volunteers, and division heads of the Student Executive Board (BEM). With a systematic structure and direct supervision, all activities run in an orderly and organized manner, positively influencing students' awareness of personal and collective responsibility.

The leadership role in fostering discipline is exercised through role modeling, clear rules, direct guidance, consultation (*musyawarah*), persuasive approaches, continuous mentoring, and structured supervision, including daily worship routines and scheduled activities. This pattern creates an orderly environment, develops obedience, and helps students understand rules while gradually cultivating self-discipline (Marjuki et al., 2024; Musoffa, 2024; Nasution et al., 2025).

Coordination at Ma'had Badr Al-Islamy Bogor is conducted through multiple channels, both face-to-face in mosques, classrooms, and administrative offices, as well as via digital communication such as WhatsApp groups. Leaders prepare schedules, assign tasks, supervise execution, and conduct periodic evaluations. Two-way communication is also a critical component, encompassing personal dialogues, consultation forums, group discussions, and suggestion boxes. Communication moments often occur after congregational prayers, following violations, or when students face challenges. This approach fosters a sense of being valued, encourages internalized discipline, and strengthens the emotional bond between leaders and students. Through this method, dormitory leaders do not merely give instructions but also guide, motivate, and serve as role models for students. The *kiai* holds a central

leadership role in promoting a moderate and balanced attitude among students, while the Asatidz support disciplinary guidance through routine interactions and professional development. Character education is implemented both programmatically and incidentally to cultivate values of moderation and tolerance, enabling students to develop in alignment with diverse societal norms (Sary et al., 2024; Masnawati et al., 2019; Purwanto et al., 2021).

Dormitory leaders at Ma'had Badr Al-Islamy Bogor are also actively involved in routine and incidental activities, such as weekly cleaning and foundation programs, demonstrating role modeling that inspires students. Weekly cleanliness programs managed by BEM train students to be responsible, disciplined, and environmentally conscious as part of faith-based education. Each student has specific tasks according to schedules and groups, with structured guidance to ensure efficient activity execution. BEM leaders not only provide instructions but also maintain student motivation, encourage teamwork, value time, and instill responsibility.

Overall, this approach reflects holistic leadership that combines structure, emotional closeness, role modeling, and open communication to cultivate discipline as an integral part of students' daily lives. The pesantren's discipline strategy emphasizes moderation, tolerance, and inclusivity through curriculum and daily practices. However, structural and instructional challenges remain that require improvements through leadership training, technical facilities, and the maintenance of student safety with health protocols, particularly in the context of the COVID-19 pandemic (Akbar et al., 2022; Rahtikawatie et al., 2021; Khamida et al., 2020).

Mobilization of Dormitory Leaders in Shaping Student Discipline at Ma'had Badr Al-Islamy Bogor

The mobilization of dormitory leaders at Ma'had Badr Al-Islamy Bogor in fostering student discipline is carried out through motivation, teamwork, and exemplary leadership. The motivation provided is comprehensive, encompassing spiritual encouragement, reinforcement of intentions, emotional support, and recognition of students' performance. These activities are conducted flexibly, both during meetings, evaluations, and in daily interactions in offices, mosques, or dormitory spaces. The forms of discipline emphasized include congregational prayers, time management, cleanliness, proper manners, and adherence to language rules and learning activities. Consistency is key to cultivating students' character and maintaining an orderly learning environment. Supervision is conducted in a hierarchical manner, involving leadership, coordinators, and daily Musyrif, particularly during prayers, Qur'anic halaqah, and evening study sessions. Student discipline is managed through internal oversight, organizational structures, and mandatory participation in congregational worship, Qur'an recitation, Friday sermons, and other religious activities, supported by collaboration with third parties to reinforce religious values and discipline through spiritual guidance (Suking et al., 2020; Huda et al., 2024).

Challenges in the mobilization process emerge when students disperse, schedules change, or motivation decreases. To address these issues, dormitory leaders employ educational approaches such as counseling, warnings, mentoring, and progressive sanctions. This strategy aims to develop disciplined, moral, and responsible students as preparation for their future life and dakwah activities. Direct involvement of leaders in both routine and incidental activities is crucial in guiding students. Their engagement goes beyond instructions, serving as tangible role models that encourage students to emulate disciplined behavior, respect time, and fulfill responsibilities optimally. Extracurricular activities, including scouting, Pagar Nusa, Youth Red Cross, rebana, and calligraphy, are integrated into the curriculum to instill values of discipline, leadership, and empathy, supported by trainers, program managers, and community involvement. This ensures that character education for students is systematic and structured (Huda et al., 2024; Ikhrum et al., 2023).

Practical manifestations of student mobilization are seen in their participation in various internal activities at Ma'had Badr Al-Islamy Bogor, including preparation, coordination, and execution of events initiated by the foundation. Students are involved in organizing spaces, managing technical aspects, and maintaining order according to leaders' guidance, thereby instilling discipline and responsibility through hands-on experience. Activities such as weekly communal work or out-of-class programs serve as opportunities for leaders to cultivate discipline through direct engagement. Through a continuous approach combining motivation, exemplary behavior, and active supervision, dormitory leaders guide students so that discipline is not merely formal but becomes an integral part of daily behavior

and life. The Qudwatuna leadership model emphasizes leaders' role modeling as inspiration for students, while programs such as Jumat Berkah, Pesantren Kilat, and Ramadan journals instill religious values and discipline through routine practices and collaborative activities with parents and the community, although variations in intrinsic motivation and student backgrounds affect the effectiveness of the disciplinary strategies (Romlah et al., 2025; Tohirin et al., 2025).

Guidance by Dormitory Leaders in Shaping Student Discipline at Ma'had Badr Al-Islamy Bogor

Guidance for students at Ma'had Badr Al-Islamy Bogor focuses on character formation through spiritual (ruhiyah) and disciplinary approaches. This process is implemented through religious lectures, personal advice from dormitory leaders, and active student involvement in various activities such as the Student Executive Board, khitobah training, community dakwah, and service assignments. All leadership elements from the Ma'had leadership, Musyrif, daily dormitory managers, to teaching staff actively participate in the guidance process. The primary goal is to help students recognize their identity, develop a clear life direction, build self-confidence, and enhance social interaction skills. This approach also aims to minimize internal conflicts that may arise from identity crises. Through consistent guidance, students are expected to internalize spiritual and moral values and apply them in daily life at the Ma'had. Religious and cultural activities, such as Arabic calligraphy, sports, and marawis and rebana music, are used to instill moral values and discipline, helping students internalize introspection, repentance, and honesty, while a Salafi-based integrated curriculum emphasizes obedience, discipline, and comprehensive education under school leadership supervision (Subhani et al., 2018; Ritonga et al., 2020).

Guidance is conducted in various strategic locations within Ma'had Badr Al-Islamy Bogor, including the mosque, classrooms, dormitory rooms, halls, and counseling spaces, with flexible timing according to students' activities. Methods include direct interaction (muwajahah), character and habit observation, personal discussions, and self-reflection activities. Beyond spiritual and emotional aspects, the guidance also emphasizes practical skills such as leadership, responsibility, life skills, and dakwah knowledge. The process is carried out gradually and personally, tailored to each student's capacity. Mental reinforcement and resilience are strengthened through assignments within the organizational structure, public speaking training, participation in Ma'had committees, and guidance in overcoming learning difficulties or life challenges. This approach ensures students are prepared for future challenges and prevents identity crises when entering society. The taghyir approach encourages significant personal change to develop disciplined and religious character, with active involvement of educators and parents, and oversight involving military and police to habituate proper greetings, table manners, and reward- and punishment-based evaluations to strengthen positive behavior and correct mistakes (Ikhrum et al., 2023; Sukung et al., 2020).

Guidance by dormitory leaders at Ma'had Badr Al-Islamy Bogor is transformative and addresses students' personalities comprehensively, rather than being purely instructional or formal. This process is consistently implemented daily through routine supervision, exemplary behavior, and personal intervention when students show adaptation difficulties or decreased motivation. A core program is the memorization and recitation of mutun ilmiyyah, summaries of classical scholarly texts such as Tsalatsatul Ushul, Arba'in Nawawi, and Al-Ajurumiyyah, covering aqidah, fiqh, Arabic language, and manners. This program is directly supervised by Musyrif or dormitory leaders using evaluative methods such as questioning and recitation correction. Besides enhancing intellectual abilities, these activities instill discipline, responsibility, perseverance, and consistent leadership in students' daily lives at the Ma'had. Efforts to prevent radicalism and promote religious moderation are implemented through deradicalization curricula, continuous supervision, national leadership education, and religious-based social activities to foster tolerance and inclusivity. However, challenges such as limited facilities, low motivation, and insufficient extracurricular activities necessitate improvements in infrastructure, parental participation, and innovative teaching methods (Asrori et al., 2025; Yusuf, 2022).

4. Conclusion

The process of shaping student discipline at Ma'had Badr Al-Islamy Bogor is a comprehensive effort through integrated guidance, mobilization, and mentoring. In the guidance stage, dormitory leaders implement a holistic approach by coordinating routine activities, conducting supervision, and maintaining effective two-way communication through dialogue and deliberation, so that disciplinary values are instilled in daily interactions. In the mobilization stage, leaders focus on providing motivation, fostering teamwork, and serving as role models, including spiritual encouragement, reinforcement of intentions, and appreciation to encourage students' discipline in congregational prayers, time management, cleanliness, manners, and adherence to rules. The involvement of all management elements, from leadership to Musyrif, ensures intensive supervision, while active student participation demonstrates the success of mobilization in instilling responsibility and discipline.

Mentoring focuses on the formation of students' identity through a transformative and spiritual approach, including religious lectures, personal advice, and mutun ilmiyyah recitation activities to strengthen spiritual and intellectual capacities. The success of mentoring is supported by exemplary leadership, adaptive supervision, and the implementation of educational sanctions. The synergy of these three aspects creates a conducive environment for the development of disciplined and responsible student character. Based on the findings, Ma'had leaders are advised to strengthen coordination, program evaluation, and innovation in disciplinary values; dormitory leaders should serve as role models, implement motivation, personal mentoring, consistent supervision, educational sanctions, and involve students actively; future researchers are encouraged to employ mixed methods, compare leadership styles, and explore students' perceptions regarding discipline.

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